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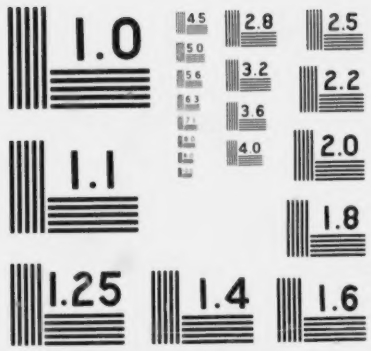

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17. ABSTRACT (MAX. 250 WORDS)

Contains: (1) Abstract of Krug-Liddle study, "The College-Preparatory Function in Wisconsin High Schools," covering the development of the college-preparatory function in U.S. high schools; recent trends in high school-college relationships; the college-preparatory track in Wisconsin high schools; and admission and retention of high school graduates in Wisconsin colleges; and (2) comparison of Krug-Liddle study with joint staff studies and Kenneth Little's "State-Wide Inquiry Into Decisions of Youth About Education Beyond High School." Comparisons cover: Plans of high school graduates; differences in scholastic performance of men and women students; rank in class of students entering Wisconsin colleges; percentage of Wisconsin high school graduates planning to attend Wisconsin colleges; students on probation and those receiving academic honors; and retention of students.

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Joint Staff Study XXVI
July 1959

HIGH SCHOOL PROGRAMS AND COLLEGE ATTENDANCE IN WISCONSIN

I. Abstract of Krug-Liddle Study, "The College-Preparatory Function in Wisconsin High Schools."

The subject matter of this report is of value to the Joint Staff because the staff was able to participate in some of the planning of the study, and references have been made to certain results found in the staff's own research material and to Kenneth Little's research project "A State-Wide Inquiry Into The Decision Of Youth About Education Beyond The High Schools."[1] It was thought, therefore, that the following abstract of the Krug-Liddle study and a comparison with other studies in the same area would be of interest to members of the Coordinating Committee. References to all the studies will be found at the end of this paper for those who are interested in obtaining copies. A summary of this abstract has not been prepared since there is a short overview of the publication on page 7, a copy of which is attached.

Description of Study

This study, conducted by a University of Wisconsin research team and published in the current issue of the Bulletin of the School of Education, University of Wisconsin, 1959, examines the manner in which Wisconsin's secondary schools are attempting to fulfill their college-preparatory function. Its purpose, without endorsing any particular type of program, is to encourage and aid the high schools in strengthening their programs and adjusting their curricula to the increasing demands for college preparation now fac. ng the secondary schools.

[1] Little, Kenneth J., A State-Wide Inquiry Into Decisions of Youth About Education Beyond High School, School of Education, University of Wisconsin, September 1958.

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The materials presented and examined in this report were drawn from responses from principals of 420 Wisconsin public schools for the school years of 1956-57 and 1957-58, responses from a one-sixth sample of seniors in Wisconsin public and private high schools in the second semester of 1956-57, responses of admissions officers and registrars of Wisconsin institutions of higher education for the school year of 1957-58, and publications and documents pertaining to the problem. The questionnaires were devised and analyzed by Professors Edward A. Krug and Clifford S. Liddle of the School of Education, Russell C. Mosely, staff member, State Department of Public Instruction, and Daniel S. Parkinson, curriculum research assistant at the University.

Development of the College-Preparatory Function in U. S. High Schools

The historical development of the college-preparatory function in the United States is followed to emphasize the practices, trends and relationships between the high schools and colleges throughout the entire span of our educational history. It is interesting to note that even in the late 19th century the preparation for college was only an incidental objective of the high school. An 1892 NEA committee report states in part: "The secondary schools of the United States, taken as a whole, do not exist for the purpose of preparing boys and girls for colleges.... The preparation of a few pupils for college or scientific school should in the ordinary secondary school be the incidental, and not the principal object."

As the Krug study points out, this situation is far from the case today, when high schools must prepare students for continued learning and study, whether in a college or somewhere else. Furthermore, with the

increasing percentages of high school graduates seeking college entrance, the college-preparatory function is becoming more important and demanding than at any previous time in the history of American secondary education. It is a conclusion of the study, therefore, that our high schools must carry out the responsibility not only of preparing students to enter college, but preparing them to do good work after they are admitted, and, equally important, of providing a general education for all students, whether or not they are going to college.

Recent Trends in the High School-College Relationships

Among other conclusions of the study is the importance of closer cooperation between high schools and colleges, since a relationship is found to exist between the pattern of high school study and success in college. High schools and colleges should furnish each other with more information about their curricula and instructional practices than they do at present. Interest in advanced placement and scholarship awards to attract larger percentages of our talented youth should be more widely considered. More uniform testing programs are needed in both high schools and colleges, and needless duplication of these programs should be eliminated. College admission practices vary considerably, but generally many institutions are placing more emphasis upon tested scholastic aptitude as well as upon a specific pattern of subjects taken in the high school. There is an almost universal interest among college officials in the student's high school achievement record, his rank in class and the recommendations of his high school principal or guidance counselor. The factor most frequently influencing non-acceptance of students in both public and private schools was found by the Krug

study to be the low level of high school achievement. Very few were refused admission because of lack of required entrance subjects.

Since these requirements for admission serve as guides for the selection of students, and in view of the increasing enrollments, sound and clarified admission policies should be developed.

The College Board Entrance Examination, which has been increasing in membership nationally, could be an aid in helping students and institutions make sound decisions relative to preparation and admission to college. The function of the College Board Entrance Examination, what it is and what it is not, is explained in detail in this report, as its nature and purpose are often misunderstood.

The College-Preparatory Track in Wisconsin High Schools

The Krug study describes the traditional method used by high schools to enable students to prepare for college, which is the "college preparatory curriculum" or "track." More than half of the 420 public high schools in Wisconsin surveyed in this report use such tracks. Krug sampled 1/6 of the public and private high school seniors and found that 35% reported they were following such a program.

It is the opinion of the Krug research team that the college-preparatory track does facilitate counseling in many cases, and although it is no guarantee for college entrance, it does help the student with definite college plans into the courses demanded by many of the institutions of higher education. It also seems to encourage an improvement in teaching procedures in that the students in the track are more apt to encounter various college-type methods such as note-taking on lectures,

written term reports, etc. Furthermore, more graduates from the high schools which have the college-preparatory tracks go to college than those without such tracks.

The college-preparatory classification is a rough indicator of ability when the intellectual levels of the college-preparatory students and the non-college-preparatory students are compared. The greater number of superior students come from the college-preparatory group; however, there is substantial overlapping between the two groups. Some students taking the college-preparatory track rank low scholastically in their classes and in the Henmon-Nelson tests; on the other hand, some non-college-preparatory students rank high in both. There were about 2000 high-ability students in the 1957 graduating classes in Wisconsin's public and private high schools who did not take the college preparatory course.

In addition, the reader is cautioned that the college preparatory track may also result in a poor choice of subjects by both prospective college students and those not planning to attend college. It was found, for example, that 66% of the college preparatory students who ranked in the lowest quarter of their classes on mental ability had taken plane geometry, while only 59% of the non-college preparatory students in the top quarter had done so. 34% of the college preparatory students in the lowest quarter took a foreign language, but only 15% of the non-college preparatory students in the highest quarter had done so. Perhaps the identity of certain subjects with the college preparatory track might deter some high ability non-college preparatory students from taking them. Similarly, this same identity of certain subjects with the college preparatory track may place students in these subjects who feel they are college material but in reality have low ability.

These findings emphasize the conclusion that there is no substitute for individual counseling for subject selection, not only for those preparing for college but for other purposes. If such a strengthening of guidance services and adequate counseling conferences were adequate, there would be no need for a college preparatory track.

Admission and Retention of High School Graduates in College

In the final chapter of the Krug study data is presented relating to admission and retention of high school students who were admitted in the fall of 1957 to Wisconsin's public and private colleges, with special attention directed to the graduates of the state's public and private high schools. The chapter refers to the necessity for more cooperation between the prospective college applicant and high school and college admission officials. The number of freshman applicants and those accepted and rejected are given for the Wisconsin private and public colleges and the University. In addition, those admitted on probation and dismissed are presented, as well as those receiving academic privileges and honors.

The Krug study concludes with the statement that the number of college students is increasing every year, and with the great demand for specialized talent, this greater number of students is a favorable growth. It is hoped, however, that something can be done to decrease the numbers of students on probation or dismissal lists and increase those on the academic honors list. Certainly the strengthening of the high school programs for improving the college preparation of Wisconsin's youth would be an important step in this direction.

II. Comparison of Krug-Liddle Study with Joint Staff Studies and Kenneth Little's "State-Wide Inquiry into Decisions of Youth About Education Beyond High School."

Although the Krug report encompasses a more comprehensive and thorough study of the issues and problems of high school-college relationships in Wisconsin and recommendations working toward a solution of them, certain aspects of the document, particularly in its final chapter and in the tables shown in the appendix, can be compared to similar material from the Joint Staff studies prepared for the Coordinating Committee and to Kenneth Little's report published in September, 1958. The findings of the Little report are based upon questionnaires received from 407 public high schools and 47 private high schools in Wisconsin. Information was provided by the seniors and principals of these schools. A working sample of 1/6 of the total number of the questionnaires was also used for certain follow-up aspects of the study.

1. Comparison of Studies Concerning Plans of High School Graduates:

Percentage taking college preparatory track 35-40%

Krug reported that 35% of the public and private high school seniors in the 1/6 sample used by the study were following such a track. Little reports on the public high school graduates only and found 40% had taken such a program. However, he states 1/4 of the graduates who were planning to go to college indicated that they had not taken such a course.

Percentage attending degree-granting institutions 30%

Krug and Little agree that 30% of the public high school seniors planned to attend degree-granting institutions.

Percentage in upper half continuing education beyond high school 60%

Krug, Little and the Semi-Annual Report of December 1957[2] concur that approximately 60% of all high school graduates in the upper half of their classes planned to continue their schooling beyond high school in some institution of higher learning.

One-Third in top quarter do not continue

Both Krug and Little found that one-third of the students who ranked in the top quarter of their high school classes were not planning to attend an institution of higher education.

2. Results of Studies Comparing Men and Women Students:

Women are superior to men scholastically in rank in class, but scores in mental ability tests show little difference.

There was agreement by Krug and Little and Joint Staff Background Study IV[3] that more men than women entered college, but the proportion of women students who ranked in the top quarter and top half of their high school classes scholastically exceeded that of men. On mental ability tests, however, the percentages are approximately equal.

The girls' superiority in scholastic achievement continued among college students, but the degree of superiority diminished. Also, among those boys and girls making superior grades in college, the boys showed higher scores than the girls in mental ability tests.

Krug further observed that women excelled men in staying in college and staying clear of probation.

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[2]Coordinating Committee for Higher Education, Semi-Annual Report, December 1957.

[3]Joint Staff Background Study IV, Who Goes to College, Madison, Wisconsin.

3. Comparison of Studies Concerning Rank in Class of Students Entering Wisconsin Colleges:

<u>The Majority of students entering Wisconsin colleges have been top-ranking students in high school</u>.

It was found by Krug that approximately 70% of the Wisconsin college freshmen in the public and private colleges in the state ranked in the top half of their high school classes. The percentage for Joint Staff Study IV was higher, 74%, but the difference is not large enough to be significant. The University of Wisconsin - Madison, Milwaukee and the extension centers were included in these figures for both studies.

The Krug study, the Semi-Annual Report of December 1957 and the Joint Staff Background Study IV showed that 42% of the college freshmen in the public and private colleges of the state ranked in the top quarter of their high school classes.

<u>Freshmen entering University of Wisconsin rank higher scholastically than the average of those entering private and state colleges in Wisconsin</u>.

The Little report found that the freshmen who entered the University of Wisconsin - Madison and Milwaukee had a higher rank in class scholastically and in mental ability tests than the average ranks in the state and private colleges in Wisconsin.

The Krug study demonstrated that the percentage of freshmen applicants admitted with academic privileges or advanced placement was higher at the University than at the state and private colleges in Wisconsin.

4. Comparison of Krug and Little Studies Concerning Percentage of Wisconsin High School Graduates Planning to Attend Wisconsin Colleges:

More than half of the Wisconsin high school graduates planning to go to college propose to attend Wisconsin state colleges and the University (includes Madison, Milwaukee and extension centers).

Krug		Little	
State colleges	54%	State colleges	48%
University	64%	University	52%
Private colleges	30%	Private colleges	37%

The difference in the percentages by Krug and Little may be explained by the fact that Krug's study drew information from the responses of public high school graduates only, whereas the Little study's responses were drawn from both the public and private high school graduates.

A high percentage of all the actual freshman applicants to Wisconsin public and private institutions of higher education are graduates of Wisconsin high schools.

This particular area of study is developed by Krug and the figures reveal the following percentages:

State colleges	91.8%	
University	75.3%	(includes extension centers and Milwaukee)
Private colleges	50.7%	

Krug also noted the percentages of these Wisconsin applicants who were accepted at these institutions:

State colleges	96.7%	
University	91.6%	(includes extension centers and Milwaukee)
Private colleges	86.7%	

5. Students on Probation and Students Receiving Academic Honors:

<u>A large number of students are placed on probation either upon entering college, during their freshman year or at some time during their college attendance</u>.

Krug found that nearly one-third of all the freshmen were placed on academic probation during the academic year of 1957-58 in the state colleges and the University (including Milwaukee and extension center); 22% at the private colleges. The figures for Wisconsin freshmen were approximately the same.

The Little study followed only the progress of freshmen at the University of Wisconsin, Madison-Milwaukee, entering in the fall of 1953 and graduating in 1957. More than half of all these freshmen were placed on scholastic probation at some time during their University attendance.

<u>The percentage of freshmen receiving academic honors is highest at the state colleges</u>

Krug further studied the percentage of all freshmen receiving academic honors during or at the end of the academic year of 1957-58. This percentage ranged from 4.9% at the University (including Milwaukee and extension centers) to 7% at the private institutions to the highest percentage of 10.1% at the state colleges. The pattern for Wisconsin freshmen varied only slightly.

There are no comparable figures for academic honors in our other studies.

6. Retention of Students:

The analysis of the retention of students by the Krug and Little studies and Joint Staff Study XXIV[4] follow somewhat different

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[4]Joint Staff Study XXIV, <u>Retention of Students in the State Colleges and the University</u>, September, 1958, Madison, Wisconsin.

techniques and thus do not lend themselves to specific comparisons.

The Krug Study found that the University (including Milwaukee and extension centers) dismissed the most freshmen for academic reasons

The following figures show the percentages of all freshmen dismissed and Wisconsin freshmen dropped for academic reasons during 1957-58 at the University, state colleges and private institutions:

	State Colleges	University	Private Colleges
All freshmen dropped	12.7%	15.3%	7.1%
All Wisconsin freshmen dropped	13%	16.5%	8.1%

The somewhat higher percentages of Wisconsin freshmen being dropped may be explained by the fact that admission practices at the University follow the procedure of admitting non-resident students ranking in the upper half of their high school classes, but not requiring resident students to rank in the upper half. Although the state colleges do not specify any difference in admission requirements for residents and nonresidents, it is probably true that a student of low rank in high school living close to the institution stands a better chance of being admitted than the nonresident student of low rank far removed from the area. Admission practices of the private colleges vary and the information is not available, but many of them probably follow the same procedure.

Joint Staff Study XXIV found the retention rate of the University at Madison to be higher than the state colleges

Although this statement may seem to conflict with the Krug study's conclusion that the University dismissed more freshmen for

academic reasons than the state colleges and private institutions, the Krug study included the University of Wisconsin - Milwaukee as part of the University and also the extension centers. Due to the merger, Milwaukee had a very low retention rate during the period of this study. Furthermore, Joint Staff Study XXIV only studied the number of students still enrolled in the spring of 1958 from entering freshmen of 1954, 1955, and 1956, and did not specify why they did not continue, - whether they dropped out due to financial reasons, quit for jobs, transferred to other institutions, etc.

The Little study found that many of the top-ranking students at the University did not continue due to academic deficiencies

The Little report studies the retention rates of the Wisconsin students in the top 30% and top quarter of their classes at the University of Wisconsin - Madison and Milwaukee only, but did not include the nonresident students nor students who transferred from other colleges. One-quarter of the students in the top 30% in mental ability or class rank had been dropped because of academic deficiencies. In the top quarter, 27% of the 1953 freshmen were either dropped, withdrew or were transferred.

List of References

Coordinating Committee for Higher Education, Semi-Annual Report, December, 1957, Madison, Wisconsin

Joint Staff Background Study IV, Who Goes to College, Madison, Wisconsin. (This study was prepared by the Joint Staff of the Coordinating Committee for Higher Education.)

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